



# AGENDA

- The *Dakota ELP* Assessment
  - History
  - Test Levels and Materials
  - Administration Schedule and Critical Dates
  - Administration of the SPEAKING Test
- Test Coordinators' Responsibilities
  - Receive, Inventory, and Distribute Test Materials
  - Train Test Administrators
  - Collect, Organize, and Return Test Materials

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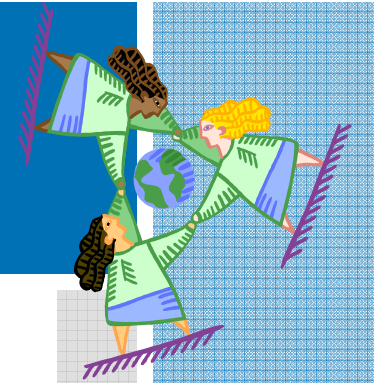
# DELP or SELP?



- In 2006, the *Stanford English Language Proficiency* (SELP) assessment was augmented to fully assess the South Dakota State English Language Learner (ELL) Proficiency Standards at the Elementary, Middle, and High School levels.
- This new assessment will be known as the *Dakota English Language Proficiency* assessment (*Dakota ELP*).



# WHO SHOULD TAKE THE DELP?

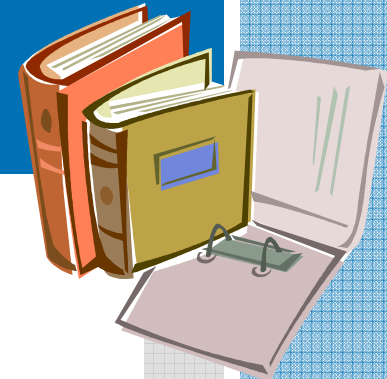


- The *Dakota ELP* assessment must be administered each spring to students identified as limited English proficient (LEP) in grades K–12.
- The *Dakota ELP* is the required assessment used to document LEP students' annual progress in the attainment of English language proficiency.
- Once a student scores **PROFICIENT** for 2 consecutive years, they are no longer in the program.

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# ASSESSMENT AND GRADE LEVELS



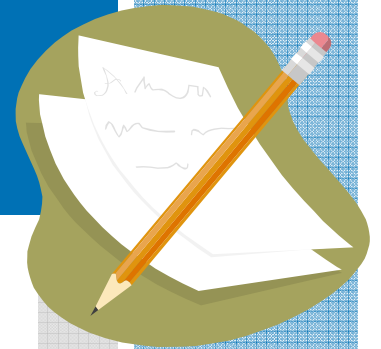
## Assessment Levels:

- Primary (grades K through 2)
- Elementary (grades 3 through 5)
- Middle School (grades 6 through 8)
- High School (grades 9 through 12)

*Materials are ordered through Spectrum and packaged in fives.*



# TEST MATERIALS (SELP AND DELP)



- The augmented items of the *Dakota ELP* assessment are:
  - Provided in a supplemental student test booklet.
  - To be administered with the SELP assessment.
  - Given to students at the Elementary, Middle, and High School levels.
- The SELP assessment has not been augmented for the primary level (K–2).

(All references to the *Dakota ELP* administration are inclusive of the Primary SELP assessment.)



# MATERIALS RECEIVED

Elementary, Middle, and High School level test materials include:

- SELP Test Booklet
- *Dakota ELP* Test Booklet - a separate stand-alone test booklet with additional *Listening* and *Reading* math questions to assess ELL Standards
- *Dakota ELP* Response Booklet
- *Dakota ELP* Directions for Administering



# ADMINISTERING THE ASSESSMENT



Ensure that teachers and/or examiners administering the Elementary, Middle, and High School levels of the *Dakota ELP* assessment understand that students will:

- Use TWO test booklets.
- Record their responses in ONE response booklet.

*Note: The Primary level (K–2) has only the SELP book.*

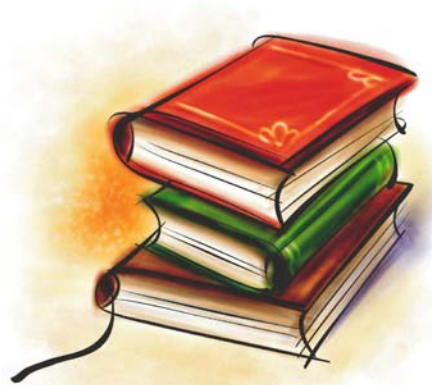




# MATERIALS for K–2

Primary (K–2) test materials include:

- SELP Test Booklet
- SELP *Speaking* Test Booklet
- SELP Directions for Administering

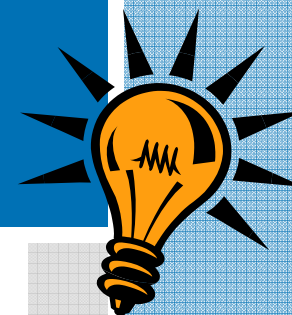


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# RECOMMENDED ORDER OF TEST ADMINISTRATION



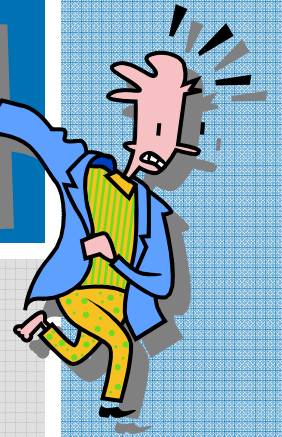
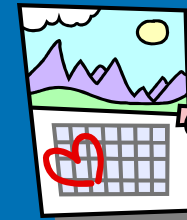
## Recommended order of subtest administration

SUBTEST	FORMAT
<b>SELP <i>Listening</i></b>	<b>Multiple-choice</b>
<b>SELP <i>Writing Conventions</i></b>	<b>Multiple-choice</b>
<b>SELP <i>Reading</i></b>	<b>Multiple-choice</b>
<b><i>Dakota ELP Listening</i></b> (Elementary, Middle, High)	<b>Multiple-choice</b>
<b><i>Dakota ELP Reading</i></b> (Elementary, Middle, High)	<b>Multiple-choice</b>
<b>SELP <i>Writing</i></b>	<b>Performance-based</b>
<b>SELP <i>Speaking</i></b> ( <i>individually administered</i> )	<b>Performance-based</b>

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# IMPORTANT DATES



- **Nov. 13–22, 2006** **DELP enrollment collection via Spectrum**
- **Jan. 8–11, 2007** **DELP pre-test workshop**
- **Jan. 22–26, 2007** **DELP window via Spectrum**
- **Feb. 5–23, 2007** **Test administration**
- **Feb. 28, 2007** **All scorables must be picked up**
- **March 2, 2007** **All scorables due back at Harcourt Assessment**
- **June 2, 2007** **ELP results delivered to districts**

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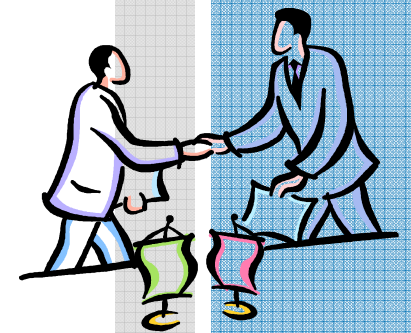


# PRIMARY RESPONSIBILITY

The primary responsibility of the test coordinator is to act as a liaison between the test administrators and Harcourt Assessment.

The major responsibilities include:

- Ordering DELP materials via Spectrum.
- Receiving and inventorying test materials.
- Training the test administrators to administer the test.
- Ensuring the security of the test materials.
- Distributing the test materials.
- Monitoring activities during the test administration.
- Document collection and organization.
- Packing and shipping all test materials.



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# RESPONSIBILITY TO TRAIN



- It is the test coordinator's responsibility to provide training for the school's test administrators (and building coordinators) to ensure the successful administration of the *Dakota ELP* assessment.
- This training should include information provided by the South Dakota Department of Education and Harcourt Assessment, the *Test Coordinator's Handbook*, and the *Directions for Administering*.

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# TEST COORDINATOR'S KIT INCLUDES:

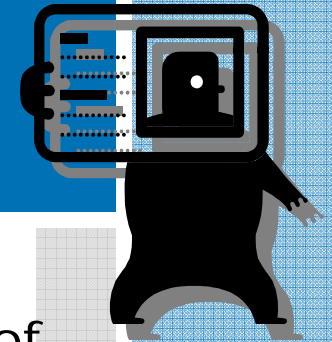


- Pre ID Labels
- *Test Coordinator Handbook* (DELP/STEP-A Combined)
- Packing List
- Cover Letter
- Master File Sheet(s)
- SSID Sheets (pre-filled & blank)
- UPS Return Information & Labels
- Orange Peel-&-Stick Labels (for SCORABLE materials)
- Green Peel-&-Stick Labels (for NONSCORABLE materials)
- Paper Bands

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# OTHER RESPONSIBILITIES



Test administrators are to complete student identification information prior to the administration of the *Dakota ELP* assessment.

- PRE-IDENTIFICATION LABELS AND DEMOGRAPHICS

- Check information on the response booklets for students without pre-Id labels.

- STUDENT ID NUMBER

- Use the Student Identification Management System (SIMS) 9-digit number.
- If you do not know the student's SIMS number or a student does not have a SIMS number, contact your local SIMS Coordinator.

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# LESSONS LEARNED FROM 2006

- Master File Sheets missing
- Materials returned after cut-off dates
- Incomplete demographic pages





TPC Reflective Bond™ 50243 1 2 3 4 5 6 7 8 9 10 11 12



# CLOSE-UP

## "For Teacher Use Only"

### FOR TEACHER USE ONLY

**13** Screening Test Results

- ☐ Ineligible Student

**14** Purpose of Test

- ☐ Placement/Identification  
☐ Outcome/Yearly Progress

**15** Subtests Taken

- ☐ All subtests  
☐ All subtests except Writing  
☐ Listening and Speaking  
(for grades K and 1 only)

**16** Years of Schooling in U.S. Schools

- ☐ One year or less  
☐ Two years  
☐ Three years  
☐ Four years  
☐ Five years or more

**17** Student's Home Language

- |  |                                  |
|--|----------------------------------|
| <input type="radio"/> Arabic           | <input type="radio"/> Japanese   |
| <input type="radio"/> Armenian         | <input type="radio"/> Khmer      |
| <input type="radio"/> Bosnian          | <input type="radio"/> Korean     |
| <input type="radio"/> Croatian         | <input type="radio"/> Mandarin   |
| <input type="radio"/> Farsi            | <input type="radio"/> Polish     |
| <input type="radio"/> Filipino         | <input type="radio"/> Portuguese |
| <input type="radio"/> Haitian (Creole) | <input type="radio"/> Russian    |
| <input type="radio"/> Hindi            | <input type="radio"/> Spanish    |
| <input type="radio"/> Hmong            | <input type="radio"/> Vietnamese |
|  | <input type="radio"/> Other      |



# TEST COORDINATOR'S RESPONSIBILITIES (continued)

- Collect all scorable student response booklets and all assessment materials from building coordinators and/or test administrators.
- Separate the scorable student response booklets from the non-scorable assessment materials.
- Continue with the verification and organization process.
- Return all materials

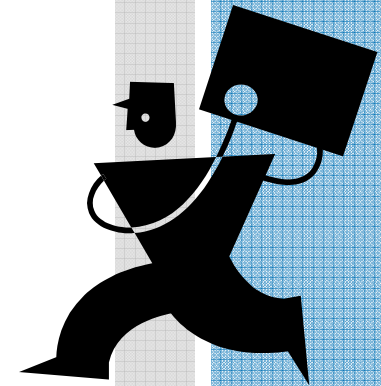


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# RETURNING MATERIALS

Once testing is completed,  
test coordinators must return ALL  
*Dakota ELP* and SELP  
scorable documents  
to Harcourt Assessment  
as soon as possible  
in order for them to arrive  
**NO LATER THAN**  
**March 2, 2007.**



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# RETURNING MATERIALS (continued)

Scorable materials are to be packed by school and grade and in the order in which they are listed on the Master File Sheet.

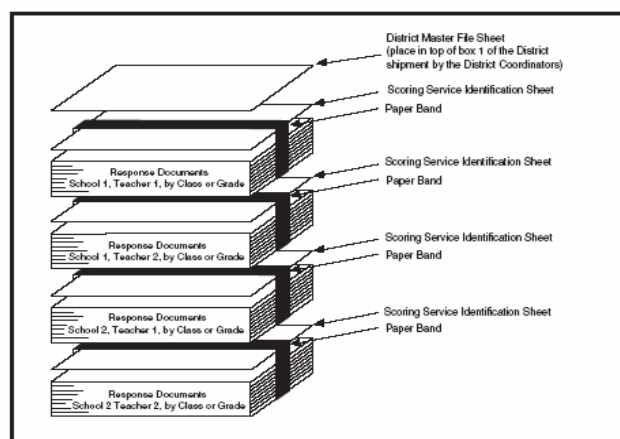
- completed scorable SELP Primary-level test/response booklets
- completed scorable *Dakota ELP* response booklets for Elementary, Middle, and High School levels
- NON-SCORABLES – test booklets (used and unused), DFAs, etc.



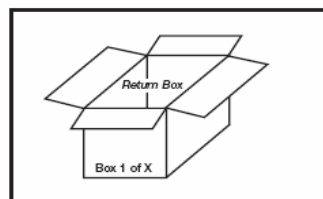


# Test Coordinator's Responsibility: Packing Materials for Return

*Packing Procedures*



*Materials Receipt and Answer Document Return Cartons*



Package answer documents into the boxes provided. For each box of **SCORABLE** materials, complete an **ORANGE** return label, with your district name, address, and indicate "Box \_\_\_\_ of \_\_\_\_."

For **NONSCORABLE** materials (test booklets), use a **GREEN** return label.

Affix label to the **TOP** of each box.

**DO NOT** pack test booklets in boxes with the answer documents.

- Organize the scorable response booklets by classroom/grade for each building.
- Verify and/or complete the Scoring Service Identification (SSID) Sheets.
- Complete the Master File Sheet and be sure to include it with the scorable materials.



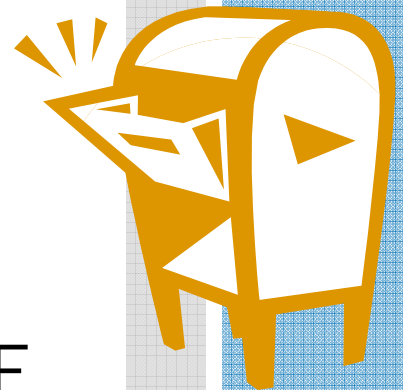


## Test Coordinator's Responsibility: Returning Materials

ALL MATERIALS  
ARE TO BE RETURNED TO  
HARCOURT ASSESSMENT INCLUDING:

- \* Scorable Response Booklets
- \* Non-scorable Test Materials

Do **NOT** pack  
SCORABLE and NON-SCORABLE  
materials in the same box!







# Dakota English Language Proficiency Assessment

## **SCORING THE *SPEAKING* SUBTEST**

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# WORKSHOP OBJECTIVES

- Describe the *Speaking* subtest.
- Explain the different types of speaking items.
- Examine the detailed Speaking rubric and identify the primary scoring criteria for each item type.
- Apply the rubric criteria and practice scoring student speaking responses presented on DVD.



# *SPEAKING* SUBTEST

## FEATURES

- Individually administered
- Simple to administer and score
- Approximately 15 minutes per student
- Teacher-scored using simple scoring form that is found in the Primary Test Booklet (K–2) and in the answer/response booklets (3–12)



# TEST ADMINISTRATION

The questions are read to the student by the Test Administrator from the *Directions for Administering* (DFA).

The *Speaking* test questions, along with graphics, are printed in the test booklet for each student to read while the test administrator is dictating the test.



# *SPEAKING* ITEM TYPES

Four different item types:

- Repeat/Read Aloud
- Sentence Completion
- Storytelling
- Social Interaction



# *SPEAKING* SUBTEST OVERVIEW

SPEAKING TEST			
Question Numbers	Activity	Description of Activity	Max Points per Question
1–3	Warm-Up	Simple questions—UNSCORED	0
4–8	Repeat/ Read Aloud	Student repeats a word, phrase, or sentence from a prompt that is both printed and spoken.	2
9–13	Sentence Completion	Student completes a sentence; the first part of the sentence is both printed and spoken, and a picture suggests how the sentence should be completed.	2
14	Storytelling	Student tells a story based on three sequenced pictures.	4
15–19	Social Interaction	Student responds to a question or statement that requires a rejoinder.	2



# OBJECTIVES MEASURED

- Phonetic and structural accuracy
- Informational and social appropriateness
- Overall intelligibility and fluency





# COMPLETE SPEAKING RUBRIC

- Speaking Rubrics provide in-depth explanation of criteria for each item type
- Found in the *Directions for Administering*



# COMPLETE RUBRIC WARM-UP

Questions 1-3	WARM-UP
	DO NOT SCORE

**NOTE:** During questions 1-3, encourage each student to speak loudly enough that his or her responses may easily be scored and help the student feel as comfortable as possible speaking. Be positive.



# COMPLETE RUBRIC: REPEAT/READ ALOUD

Questions 4-8	REPEAT/READ ALOUD
Score Point 2	<ul style="list-style-type: none"><li>• Response shows <b>Good Fluency</b>—accurate pronunciation of individual sounds, natural speech rate, intonation, and rhythm.</li><li>• Response is linguistically accurate—no or very few minor phonemic/phonetic or grammatical errors.</li></ul>
Score Point 1	<ul style="list-style-type: none"><li>• Response shows <b>Some Fluency</b>—some problems with pronunciation of individual sounds, speech rate, intonation, and rhythm, but these do not cause serious problems in intelligibility.</li><li>• Response contains several linguistic errors—phonemic/phonetic or grammatical.</li></ul>
Score Point 0	<ul style="list-style-type: none"><li>• Response shows <b>No Fluency</b> or refusal to speak; speaking only in native language; insufficient information to score; or unintelligible.</li></ul>



# COMPLETE RUBRIC: SENTENCE COMPLETION

Questions 9–13 SENTENCE COMPLETION	
Score Point 2	<ul style="list-style-type: none"><li>• <b>Good Structure and Precise Vocabulary:</b> response is informationally appropriate to the prompt.</li><li>• Response is free of linguistic errors—pronunciation or grammatical—or contains a few minor errors.</li></ul>
Score Point 1	<ul style="list-style-type: none"><li>• <b>Some Structure and Some Vocabulary:</b> one or more words may not be precise; response is somewhat informationally appropriate to the prompt.</li><li>• Response contains a few serious linguistic errors—pronunciation or grammatical—or several minor errors, but is intelligible.</li></ul>
Score Point 0	<ul style="list-style-type: none"><li>• <b>No Structure or Unintelligible:</b> insufficient information to score; refusal to speak; speaking only in native language; only repeating prompt</li></ul>



# COMPLETE RUBRIC: STORYTELLING

Question 14 STORYTELLING	
Score Point 4	<ul style="list-style-type: none"><li>• Shows <b>High Level</b> of ability to produce a spoken response to a set of three pictures.</li><li>• <b>Very Few Errors</b> (minor) in pronunciation and grammar; speech includes complex sentence structures; vocabulary is precise and varied, including idiomatic expressions</li><li>• Errors never distract listeners' attention or cause confusion about meaning.</li><li>• Speech is well organized; information is plausible and precise and is presented logically and with appropriate transitions.</li></ul>
Score Point 3	<ul style="list-style-type: none"><li>• <b>Shows Ability</b> to produce a spoken response to a set of three pictures.</li><li>• <b>Some Errors</b> (mostly minor) in pronunciation and grammar; some variety in sentence structure; vocabulary in general is appropriate and varied, perhaps including some use of idiomatic expressions</li><li>• Errors generally do not distract listeners' attention or cause confusion about meaning.</li><li>• Speech is generally well organized; information is generally plausible and precise and is presented logically and with appropriate transitions.</li></ul>



# COMPLETE RUBRIC: STORYTELLING (continued)

Score Point 2	<ul style="list-style-type: none"><li>• Shows <b>Some Ability</b> to produce a spoken response to a set of three pictures.</li><li>• <b>Numerous Errors</b> in pronunciation, grammar, and vocabulary; heavy reliance on simple sentence structures, with almost no use of idiomatic expressions</li><li>• Errors are often distracting to listeners and cause confusion about meaning.</li><li>• Speech may be insufficient and present poorly organized or disorganized information; information may be imprecise or inaccurate.</li></ul>
Score Point 1	<ul style="list-style-type: none"><li>• Shows <b>Very Limited</b> ability to respond to a set of three pictures.</li><li>• Speech contains <b>Very Little Correct</b> pronunciation, grammar, and vocabulary; single words instead of complete thoughts.</li><li>• Numerous and serious problems distract listeners and cause confusion about meaning; may be incoherent in places.</li><li>• Amount of speech is minimal; information may be irrelevant or inaccurate.</li></ul>
Score Point 0	<ul style="list-style-type: none"><li>• <b>Too Minimal</b> to score or <b>Unintelligible</b>; refusal to speak; no response; response in a language other than English or only repeating prompt; insufficient information to score</li></ul>



# COMPLETE RUBRIC: SOCIAL INTERACTION

Questions 15–19	SOCIAL INTERACTION
Score Point 2	<ul style="list-style-type: none"><li>• <b>Response Appropriate</b> for the prompt; vocabulary is precise.</li><li>• Response is free of linguistic errors—pronunciation or grammar—or contains one minor error.</li></ul>
Score Point 1	<ul style="list-style-type: none"><li>• <b>Response Somewhat Appropriate</b> for the prompt; one or more words may not be precise.</li><li>• Response contains one serious or two minor linguistic errors—pronunciation or grammar—but is intelligible.</li></ul>
Score Point 0	<ul style="list-style-type: none"><li>• <b>Response Unintelligible</b> or refusal to speak; speaking only in native language or only repeating prompt; three or more errors; insufficient information to score</li></ul>





# *SPEAKING* SCORING FORM

- The *Speaking* Scoring Form is an abbreviated version of the complete rubric.
- Used by the test administrator for scoring student speaking responses.
- Found in the test/response booklet.



# *SPEAKING* SCORING FORM

## Repeat/Read Aloud Questions 4– 8

SCORE POINT	DESCRIPTION
Score 2	<b>Good fluency</b> Easy to understand No errors or very few minor errors
Score 1	<b>Some fluency</b> Somewhat difficult to understand Several errors
Score 0	<b>No fluency</b> Unintelligible No response Response in a language other than English



# *SPEAKING* SCORING FORM

## Sentence Completion Questions 9 – 13

SCORE POINT	DESCRIPTION
Score 2	<b>Good structure</b> <b>Precise vocabulary</b> Information appropriate Error free or a few minor errors
Score 1	<b>Some structure</b> <b>Some vocabulary</b> Information somewhat appropriate A few serious errors, but intelligible
Score 0	<b>No structure</b> <b>Unintelligible</b> Insufficient information No response Response in a language other than English Repeating prompt only



# *SPEAKING* SCORING FORM

Storytelling					
Question Number	HIGH LEVEL VERY FEW ERRORS	SHOWS ABILITY SOME ERRORS	SOME ABILITY NUMEROUS ERRORS	VERY LIMITED VERY LITTLE CORRECT	TOO MINIMAL UNINTELLIGIBLE NO RESPONSE RESPONSE NOT IN ENGLISH
	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# *SPEAKING* SCORING FORM

## Social Interaction Questions 15 – 19

SCORE POINT	DESCRIPTION
Score Point 2	<ul style="list-style-type: none"><li>• <b>Response appropriate*</b></li><li>• Vocabulary precise</li><li>• Error free or one minor error</li></ul>
Score Point 1	<ul style="list-style-type: none"><li>• <b>Response somewhat appropriate</b></li><li>• Vocabulary somewhat precise</li><li>• One serious or two minor error, but intelligible</li></ul>
Score Point 0	<ul style="list-style-type: none"><li>• <b>Response unintelligible</b></li><li>• No response</li><li>• Response in a language other than English</li><li>• Repeating prompt only</li></ul>

\* A one-word response can receive a score of 2 if all criteria are met.



# PROMPTING STUDENTS

- Use three warm-up questions to make sure you can hear the students.
- Use sample items to make sure students understand what they need to do.
- When presenting operational items to a student, the test administrator should follow the text of the DFA exclusively without deviation.
- Only under extenuating circumstances (e.g. fire drill, loud noises) that do not allow the student to hear the test administrator to hear the student response can the speaking item be repeated.



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